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ABSTRACT

Designed to help California community colleges in assessing their job placement services, identifying strengths and needs for improvement, and establishing priorities for the future, this color-coded guide lists specific tasks and responsibilities within the four essential functional areas of job placement programs and includes quality indicators for each item. Introductory material explains the goals and activities of the job placement improvement project. Next, job placement activities and quality indicators are listed, covering: (1) planning, including needs assessment and the development of an operational plan; (2) commitment and resources, including institutional commitment, staff activities, staff development, facilities and equipment, and budget/funding; (3) activities and services, including job development, job advertisement, job seeking and retention skills, student placements, student follow-up, and internal/external coordination; and (4) marketing, including a marketing plan and increasing awareness of job placement services. Extensive appendixes include a sample organization chart, suggested definitions of responsibility, suggested job functions, staffing guidelines, placement services instructions, a sample referral results card and application form for student job placement services, a collection of sample placement report forms (e.g., monthly job placement statistics), sample marketing materials and brochures, and a job placement glossary. (PAA)

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Quality Indicators for California Community College Job Placement Programs

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Based on surveys and information of current college practices and interpretation of data by community college and public/private sector professionals.

June 1991

JC 910364

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CHANCELLOR'S OFFICE

CALIFORNIA COMMUNITY COLLEGES
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June 1991

TO: District Superintendents
Presidents, Board of Trustees
College Presidents
Chief Vocational Education Administrators
Deans of Student Services
Job Placement Directors

The enclosed "Quality Indicators for California Community College Job Placement Programs" is the result of a year long project funded with federal VEA funds. Surveys from the field were used by the task force charged with developing the quality indicators and by the advisory committee which directed the entire project.

The end result is a set of quality indicators which serve as a model for job placement programs. The intent is for the indicators to serve as guidelines when assessing the current status of job placement programs.

The Chancellor's Office encourages colleges to assess the current status of the job placement program and develop a plan to improve and enhance the program using the quality indicators and the local, unique aspects of the college and surrounding community. Since the job placement program impacts all areas of the college, the best way to approach assessment may be to form a team comprised of administrators, faculty and student service staff.

During the 1991-92 school year, technical assistance will be provided to several model, job placement sites throughout California via a federally funded VEA project. The purpose of this activity is to validate and perhaps modify the quality indicators.

Thank you for your support for California Community College Job Placement Programs. The vocational education specialist who serves as a liaison to job placement is Kimberly Perry at (916) 324-2363.

Sincerely,

Pat Stanley

Dr. Pat Stanley, Dean
Vocational Education

California Community College
Job Placement Improvement Project

(ID# 89-0665)

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"The activity which is the subject of this report was supported in whole or in part by the U.S. Department of Education. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Department of Education, and no official endorsement by the U.S. Department of Education should be inferred."

For many California community college students, the availability and accessibility of Job Placement services is essential to the realization of their career and educational objectives. Job Placement Programs are a valuable resource for business, industry and the community as well.

In this decade, the availability of a highly trained, well educated work force is crucial to maintaining and improving California's competitive position as one of the top ten world economies. Job Placement Programs will need to become more sophisticated and proficient in matching student skills and abilities with employer needs and specific job requirements to help meet this challenge.

The **Quality Indicators for Job Placement Programs** are provided as a guide to help California community colleges assess the current status of their placement services and plan for the future. It is hoped this publication will be a useful resource.

David Mertes

David Mertes, Chancellor
California Community Colleges

PREFACE

The **Quality Indicators for California Community College Job Placement Programs** has been designed to be flexible and adaptable to the varied needs and uses of community college managers concerned with the Job Placement Program. The quality indicators are presented as only guidelines for the college to assess current programs, validate existing services and plan future improvements.

Each Section is color coded. Appendixes are color coded to visually reference those Sections which they augment or modify. For ease of use, Sections and Appendixes are separated with color-keyed tabbed indexes.

To facilitate future changes and revisions, the publication is not bound but is punched for insertion into a three-ring binder. Or, if preferred, it can be placed in a letter-size file.

Each California community college has received four copies. These were sent to: college president, placement officer, dean of vocational education and dean of student services or manager responsible for Job Placement. The president of the district board of trustees has also been sent a copy.

The efforts of many community college and industry professionals are reflected in this publication. It is hoped that it will be a useful guide for assisting your college in assessing and improving your Job Placement Program.

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"Program effectiveness will be measured in a systematic manner, using quality standards and indicators appropriate to the various levels and types of career-vocational programs and services."

California Plan for Career Vocational Education, Part Two: Implementation Strategies

INTRODUCTION

The Job Placement Improvement Project was sponsored by the Chancellor's Office, California Community Colleges in cooperation with the California Placement Association (CPA), formerly California Community College Placement Association (CCCPA), Mt. San Antonio College and participating community colleges. The Chancellor's Office focus on placement was introduced in 1988-89 through support for the Laney College Placement Model Demonstration Project.

Community college Job Placement Centers range in size, comprehensiveness of services provided, resources available, staffing patterns and qualifications, linkages with employers and vocational education professionals and the college-wide commitment to placement as an essential service which must be accessible and available to all student clients.

The placement of community college vocational students in jobs for which they have been trained has become increasingly more important. With the shifting direction of California's work force; the changing patterns of jobs in a service and information oriented society; the mounting percentage of culturally diverse, amnesty, immigrant populations needing training, retraining and basic education and the essential need for "supply and demand" of trained employees for California industries, this will become increasingly more vital in the next decade.

Successful employment of community college vocational education students in jobs closely related to their educational training and preparation is the most meaningful form of program evaluation. A key ingredient in student employment is the availability and accessibility of Job Placement Programs and Services.

The Job Placement Improvement Project was identified as a high priority need by the CPA. The thrust of this research project was to identify the current "state of the art" of community college placement programs. Working from that information base, a representative knowledgeable Task Force of "practitioners" and "users" of placement services developed **quality indicators** for an effective comprehensive Job Placement Program.

The draft publication was distributed to the project Advisory Committee and Task Force members and to 107 community colleges for comments and suggestions. Almost 50 community colleges and other agencies responded. Their recommendations have been incorporated.

This publication is a guide for local colleges to use in assessing their placement services, identifying strengths and needs for improvement and establishing priorities for the future. Through this self-assessment, projected planning and future action, it is anticipated that Job Placement operations will become stronger, more effective and integrated into local college services for students and employers.

OVERVIEW OF RESPONSIBILITIES AND QUALITY INDICATORS

Within each section, specific tasks or responsibilities are listed. Quality Indicators have been developed for each of these items. Evaluation has not been included as a separate section since the entire document is one of accountability. This publication is organized into four essential functional areas for Job Placement Programs. These are:

I PLANNING

- Needs Assessment
- Operational Plan

II COMMITMENT and RESOURCES

- Institutional Commitment
- Staff Activities
- Staff Development
- Facilities and Equipment
- Budget/Funding

III ACTIVITIES and SERVICES

- Job Development
- Job Advertisement
- Job Seeking and Retention Skills
- Student Placements
- Student Follow-up
- Internal/External Coordination

IV MARKETING

- Marketing Plan
- Awareness of Job Placement Services

Purpose:

The purpose of the Job Placement Improvement Model is to help California community colleges assess their current Job Placement Program, identify strengths and needs for improvement and plan for short term and long range development.

Mission:

The Mission of Community College Job Placement is to provide ongoing, comprehensive assistance to all students in obtaining employment.

"Compile student follow-up and placement reports and use them in planning."

California Plan for Career Vocational Education, Part Two: Implementation Strategies

Activities	Quality Indicators
Tasks/responsibilities performed by a Job Placement Program	A guideline for assessing program effectiveness

I - PLANNING

A. Needs Assessment

Activities	Quality Indicators
1. Determine Job Placement services needed through: • Interviews • Surveys • Questionnaires • Focus Groups	Needs identified are validated through: • Advisory Committee feedback • Employer/Student/Labor feedback • Employment Development Department data • Community feedback Needs assessment study is re-evaluated/modified as needed.

B. Operational Plan

Activities	Quality Indicators
1. Develop a formalized written plan.	Written plan is on file and updated annually: elements include Mission Statement, goals/objectives, activities, staffing requirements, time-lines, evaluation standards, budget, organizational chart, job descriptions.
2. Utilize Advisory Committee input for planning and evaluating.	Active participation of a representative Advisory Committee.
3. Produce and distribute written reports of results of the formalized plan.	Reports are generated at least annually and distributed to appropriate college staff and employer/labor/community representatives.

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Activities	Quality Indicators
4. Maintain mandated reporting requirements.	Plan meets public/private special funded project and statewide compliance requirements.
5. Based on the needs assessment survey, identify the array of services to be provided for: • Students • Business/Industry and Labor • Administration, Faculty and Counselors • Community	Planned services address specific needs of students; business, industry, labor; administration, faculty, counselors and the community.

See Section III and Appendix E (page 50) for examples of Job Placement Services.

Activities	Quality Indicators
Tasks/responsibilities performed by a Job Placement Program	A guideline for assessing program effectiveness

II – COMMITMENT AND RESOURCES

A. Institutional Commitment

Activities	Quality Indicators
1. The college demonstrates support by providing sufficient resources, i.e. staff, facilities, budget to establish and operate a Job Placement Program.	Chancellor/Superintendent/President and the Board of Trustees demonstrate support for the Job Placement Program in the college's educational master plan, strategic plan and mission statement and through allocating an operating budget to provide sufficient staffing, facilities and equipment and to support the marketing plan.
2. Coordinated Job Placement activities and services	All student employment activities are coordinated through the Job Placement Program.
3. A representative Advisory Committee provides input to the Job Placement Program.	Staffing of and support for a representative Advisory Committee which may include: • Instructional Administrators • Vocational & Academic faculty • Student Services Administrator • Counselors • Employers • Chamber of Commerce • Students • Placement Director • Board of Trustees member

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B. Staff Activities

Activities	Quality Indicators
1. Qualified staff are available to provide job placement services: • For Student Support: ◊ Job seeking skills ◊ Career planning skills ◊ Continuing educational program ◊ Motivation/advocacy ◊ Career clarification ◊ Job and career opportunities • For Vocational Programs and Instructor Support: ◊ Current job market trends ◊ Career information ◊ Vocational student completion rate ◊ Student completor and leaver and continuing student follow-up studies ◊ Information on fair labor standards • For developing community linkages and support. ◊ Vocational Education Advisory Committee meetings ◊ Chamber of Commerce activities ◊ Private Industry Council (P.I.C.) ◊ California Placement Association (C.P.A.) ◊ Other related organizations	Staffing patterns are based on needs assessment, planned services and student population. Staffing provides for coordination of Statewide Student Follow-up System (SSFS) information. Communication between Job Placement, instruction, cooperative work experience education, career guidance and work study is ongoing and effective. Active partnerships exist to identify and meet local labor market needs and are evident through documented results. Current job related technical competencies are communicated to instruction. Vocational instructors record and report job placement activities in their programs annually.

Activities	Quality Indicators
See suggested Organizational Chart & Suggested Responsibilities, Appendixes B-1, B-2, (pages 30, 31).	
See Suggested Job Functions, Appendix B-3, (page 32) and Staffing Guidelines, Appendix B-4, (page33).	

C. Staff Development Activities

Activities	Quality Indicators
1. Provide support for Job Placement staff participation in staff development activities.	Budget and release time are available to support placement staff: • Membership in professional organizations, i.e. C.P.A., College Placement Council (C.P.C.) • Attendance at appropriate workshops/seminars/conferences. • Participation in job placement related activities on campus. • Development and presentation of appropriate college-wide staff development activities.
2. Provide support for regular Job Placement staff meetings.	Staff meets on a regular basis, invites other college personnel to attend, records and distributes minutes to appropriate personnel.

D. Facilities and Equipment

Activities	Quality Indicators
1. Provide adequate facilities and state of the art equipment.	Job Placement Center: • Highly visible and accessible for all students. • Display area for job listings is provided. • Accessible for evening/weekend use.

Activities

Quality Indicators

- Computer hardware and software available to support placement activities.
- Computers accessible to students for resumé preparation.
- Appropriate space allocated for employer interviews.
- Private offices available for confidential interviews between staff and students.
- Student work space provided and furnished with phone for employer contacts.
- Located in close proximity to Career and Cooperative Work Experience Education centers.
- Space available for conference/ classrooms for classes, workshops, employer orientations, video viewing and career fairs.
- Space for employer reference library and employment literature rack for students.

E. Budget/Funding

Activities

1. Budget sufficient to support a comprehensive Job Placement Program.

2. Pursue alternative funding sources.

Quality Indicators

Provides sufficient support for staff, facilities, equipment, supplies and ancillary services for a comprehensive Job Placement Program.

Job Placement staff are involved in budget planning.

Placement staff maintains records/ reports necessary for fiscal/resource accountability and future projections.

Activities
Tasks/responsibilities performed by a Job Placement Program

Quality Indicators
A guideline for assessing program effectiveness

III – ACTIVITIES AND SERVICES

A. Job Development

Activities	Quality Indicators
1. Develop jobs through: • Personal contact with employers • Mass marketing • Targeted marketing • Networking with professional, governmental and civic organizations • Subscribing to specialized job listing publications.	Records kept on: • Employer contacts developed and maintained. • Job orders. • Jobs developed for all students including under-represented and those with disabilities and special needs. • Faculty referrals of jobs to students. Employer satisfaction with service. Quality and quantity of jobs developed match identified student needs. Number and quality of contacts/ subscriptions. Use of Labor Market Information (LMI) reports, if appropriate. Cooperation with EDD.

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B. Job Advertisement

Activities	Quality Indicators
1. Publicize available job listings with students and faculty. • Direct contact with students, employers and faculty • Bulletin/publication (daily, weekly, monthly) • Reader board • Phone hotline recording • Satellite centers • College information TV monitors • Student radio & newspapers • Sent to students' homes, other locations, on request • Employment Training Network (E.T.N.).	Number of students seeking referrals per job order. **Centralized**: all job orders are posted and available in the Job Placement Office. **Decentralized**: job orders are posted and verbally announced, in appropriate locations outside of the Job Placement Office.

C. Job Seeking & Retention Skills Training

Activities	Quality Indicators
1. Provide students pre-employment skills training • Job search/location • Application preparation • Resumé development • Interviewing • Job retention, work ethics, self-discipline • Network development • On-campus employer recruitment/interviewing • Career Days and/or Job Fair • Speaker presentations on specific careers • Mentor programs and other related activities • Job shadowing and/or job sampling • Referral to Career Center/Career Counselor	Job seeking skills training available to students. Provision of adequate workshops/ classes/courses/activities to meet student needs.

Activities

- Career development class(es)
- College credit work experience
- Volunteer internship/ apprenticeship
- Personal development/self-worth.

Quality Indicators

D. Student Placements

Activities

1. Assess student knowledge, skills, ability, training & experience.

2. Prescreen students for job requirements.

3. Refer students to part-time and full-time, temporary and career positions.

4. Respond to employer needs
   - Advertise jobs
   - Refer qualified students.

Quality Indicators

Number of students assisted.

Computerized system available to record, sort, match and retrieve student assessment data.

Number of referred students who followed through to apply.

Percent of students reporting status, i.e., hired/not hired, satisfied/not satisfied, retained/not retained.

Number of students placed/jobs filled by college.

Number of disabled, special needs and underrepresented students placed.

Number of student referrals.

Student duration in and satisfaction with job.

Percent of employers reporting satisfaction with quality and quantity of applicants.

Number of employers using Placement Office repeatedly.

Number of employers reporting student status, i.e., hired, not hired.

E. Student Follow-up

Activities	Quality Indicators
1. Report required data to college, district and state.	College meets all SSFS reporting requirements. Centralized reporting for completor follow-up records/reports. All staff involved in providing placement assistance, report outcomes to a central office/department. Student placements in relation to referrals are assessed on a regular basis; results are reported to appropriate college staff. A student evaluation of services is conducted yearly. Results are compiled, disseminated and used to improve program services.
2. Respond to civil rights complaints.	Records of compliance requirements on file.

F. Internal/External Coordination

Activities	Quality Indicators
1. Develop and maintain internal linkages.	**Internal:** • Attendance at Vocational Program Advisory Committee meetings when appropriate. • Satisfaction with quantity and quality of mutual referral among/between Job Placement Office and other offices, ie., Cooperative Work Experience Education, Career Development, Vocational and Academic Departments/ Divisions, Financial Aid Office, EOPS, Counseling and Re-entry services.

Activities	Quality Indicators
	• Vocational instructors refer employers to Job Placement Office to develop linkages. • Involvement in collaborative projects/activities with instructional divisions/departments.
2. Develop and maintain external linkages.	**External:** • Satisfaction with quantity and quality of mutual referral of student clients to employers between community colleges and ROC/Ps, EDD, PIC, GAIN, private agencies/services and job listing services. • Involvement in jointly sponsored activities with off-campus services.

See Appendixes C, Sample Placement Forms (pages 35 - 39) and D, Sample Placement Report Forms, (pages 41 - 48).

"To accomplish its mission, career-vocational education must establish and strengthen partnerships with employers, labor, government, and other appropriate public and private agencies to ensure that students are prepared to seek and obtain work, hold employment, advance in their chosen careers, and adjust to changing labor market demands."

California Plan for Career Vocational Education, Part One: Policy Directions

Activities
Tasks/responsibilities performed by a Job Placement Program

Quality Indicators
A guideline for assessing program effectiveness

IV – MARKETING

A. Marketing Plan

Activities	Quality Indicators
1. Develop marketing plan.	Written, comprehensive marketing plan on file and updated annually. Results of implemented marketing efforts.

B. Awareness of Job Placement Services

Activities	Quality Indicators
1. Advertise, promote and publicize employment services.	Advertising/promotional activities are varied, tailored to target market interests/needs, accurately project services provided. Advertising/promotional messages are directed toward target markets of students; business, industry and labor; faculty, administration and support services staff; and community organizations/agencies. Marketing activities are assessed on a regular basis.

For examples of successful marketing activities utilized by college Placement Offices, see Appendix E (pages 50 - 54).

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"Today, career-vocational education programs must be sufficiently comprehensive in scope and content to maximize an individual's ability to adapt to constantly changing technologies and labor market needs. At all levels, education must emphasize the dignity of work and the worthiness of all occupations."

California Plan for Career Vocational Education, Part Two: Implementation Strategies

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"The effectiveness of career-vocational education programs and services will be measured by student attainment of defined program competencies, job placement, job upgrade, career change, and transfer to advanced training, as well as satisfaction of employer needs and expectations."

California Plan for Career Vocational Education, Part Two: Implementation Strategies

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Appendix A-1

ADVISORY COMMITTEE

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Hugh Carter, Jr. Instructor/Department Chairperson Machine Technology Laney College	Instructor
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Barbara M. Locke Supervisor, Employ. Offices & Job Posting Chevron Corporation	Business (Private)
Shirley McGillicuddy Shirley McGillicuddy & Associates	Ex Officio Project Subcontractor

Kimberly Perry Specialist Chancellor's Office, CCC	Project Monitor, COCCC
Connie Ramberg President JOBTRAK Corporation	Computerized Job Listing Service
Ken Speed Coordinator, Placement/Work Experience Butte College	Vice President – North California Placement Association
Dan Tack Coordinator, Job Placement East San Gabriel Valley ROP	ROP
Yolanda Villegas Director, Job Placement Mt. San Antonio College	Vice President – South California Placement Association Project Manager
Jan Ward Career Placement Officer Saddleback College	President California Placement Association
Richard Wright Dean, Economic Development/ Occupational Programs Mt. San Antonio College	Vocational Dean

Appendix A-2

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Coordinator
LMI Pilot Project

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Employment Program Supervisor II
Employment Development Dept.

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Chris DeHart
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Technician
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Connie Ramberg
President
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Joe Richey
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Pacific Bell

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Coordinator, Placement/Work
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Butte College

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Placement Officer
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Occupational Programs
Mt. San Antonio College

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Shirley McGillicuddy
Mary W. Forney
John D. Johnson

Appendix A-3

JOB PLACEMENT IMPROVEMENT PROJECT

COMMUNITY COLLEGES/AGENCIES RESPONDING TO DRAFT REVIEW

College	Respondent
Allan Hancock College	Shirrells, Shirley
American River College	Dangerfield, Joanne
Butte College	Corwin, Elizabeth
Cabrillo College	Hood, Lyn
Cerritos College	Rodriguez, Stephanie
Chaffey College	Pendleton, Peggy
Citrus College	Foti, Faye
Coastline College	Berggren, Ron
	Evers, Helen
Copper Mountain College	DaShiell, Larry
Cosumnes River College	Larsen, Gert
	Sullivan, Sherry
Cuesta College	Bennett, Sid
Cuyamaca College	Davis, Nancy
Cypress College	Yocum, Barbara
DeAnza College	Kawazoe, Shirley
	O'Neill, Peggy
El Camino College	Walton, Patricia
Foothill College	Adams, Lily
Fullerton College	Barron, Francisco
Glendale College	Lorenzo, Mirta
Hartnell College	Yarman, Linda
	McMullen, Ruth
Kings River College	Russo, Joe
Laney College	Griffin, Cleophas
L.A. Trade Technical College	Beaird, Helen
	Nakano, Kenneth
Mendocino College	Myers, Marie
Mission College	Pedersen, Kyle
Modesto Jr. College	Blank, Arnie
	McLeod, Wilma
Mt. San Antonio College	Anderson, Monica
	Paulson, Bruce
	Villegas, Yolanda
Napa Valley College	Bauer, Lauralyn
	Finley, Deborah
Ohlone College	Marx, Gail
Orange Coast College	Woodyard, Steve
Pasadena City College	Abdul-Khoaliq, Saleem
	De la Fuente, Yolanda
Rancho Santiago College	Dias, Joe
Riverside College	White, Auston
San Bernardino Valley College	Burson, Thurmon
San Diego City College	Webb, Gloria
San Mateo, College of	Morehouse, Steve
	Mahood, Marcia
	Burns, Elaine
Santa Barbara City College	Handelsman, Marge
Santa Monica College	Cox, Linda
Santa Rosa Jr. College	DeLaney, Kathy
Siskiyous, College of	Rowe, William
Victor Valley College	Kumbin, Allan

Other Agencies	Respondent
Chevron	Locke, Barbara M.
Chancellor's Office–CCC	Perry, Kimberly
FIDM	Calhoun, Sharon
JOBTRAK	Ramberg, Connie
L.A. County ROP	Placement Personnel
LMI Project	Atma, Nick

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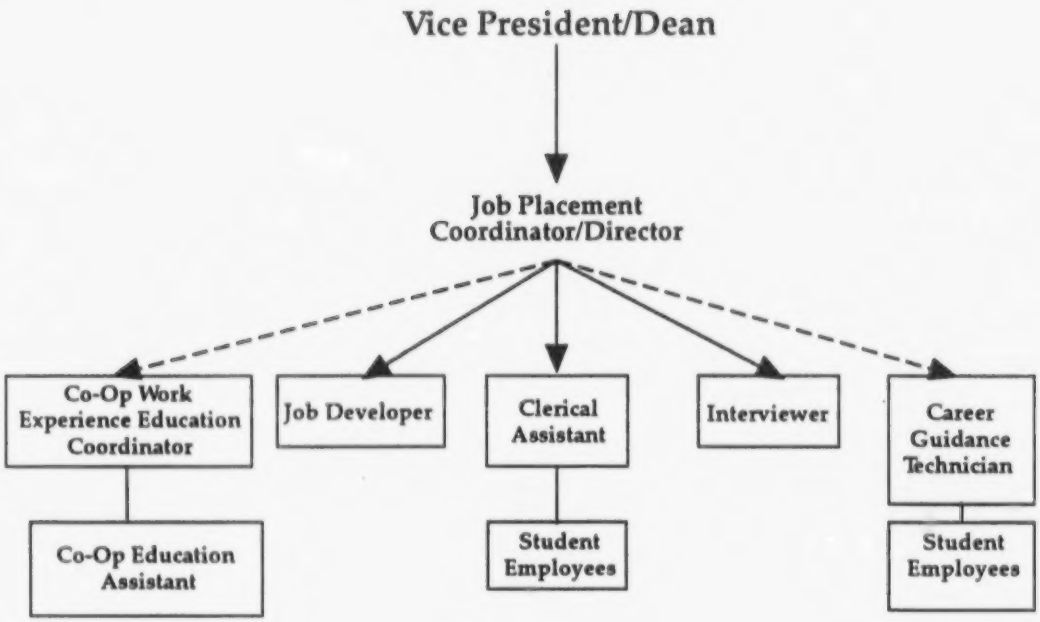
Appendix B-1

SAMPLE ORGANIZATIONAL CHART



Appendix B-2

SUGGESTED DEFINITIONS OF RESPONSIBILITY

Career Counseling

Each student is assisted in identifying those skills which are marketable and can lead to immediate employment. While this may resolve an immediate need, students need counseling for both short term and long range career goals and available options. Students already employed also have need for career counseling.

Cooperative Work Experience Education

The majority of enrollments are in occupational cooperative work experience. Most of the instructor-coordinators are from occupational program areas. Students in the general program are learning occupational skills on the job.

Job Development

This daily activity involves contact with employers to develop new and expanding employment opportunities for both part-time and full-time students. An intimate knowledge of occupational programs and options is essential to match community and college needs. As new occupational programs come on the line, job opportunities are developed with employers.

Placement

The major objective of occupational education is to train students for employment. Perhaps it is axiomatic that training is only completed when students are placed. Placement and job development are highly interrelated components of manpower needs developed by each community college district in its short and long range plan for occupational education.

SUGGESTED JOB FUNCTIONS

Director/Coordinator Under the direction of the Dean or Vice President, plans, directs and supervises the activities of the Job Placement Center/Program. Specific details of the job description should be developed by the individual college.

Job Developer Under the direction of the Director/Coordinator, is responsible for all marketing efforts. This person works closely with the Interviewer to keep students informed of trends in the market place. Specific details of the job description should be developed by the individual college.

Interviewer Under the direction of the Director/Coordinator, works directly with students to be sure they are referred to positions for which they are qualified. This person works closely with the Job Developer. Specific details of the job description should be developed by the individual college.

Clerical Assistant This position is at the level of a Senior or at least Intermediate clerk typist. This person acts as the department secretary and is responsible for correspondence, data entry, report typing and related clerical duties. Specific details of the job description should be developed by the individual college.

Appendix B-4

STAFFING GUIDELINES

Staffing Guidelines for a Comprehensive Job Placement Program

Sufficient staff should be available for program administration/management, program/services implementation and support staff for professionals. It is recommended that all staff meet minimum qualifications for the position.

Positions listed below are suggested guidelines for providing job placement and related employment/pre-employment services. There may be other titles or positions which are specific to planned services identified through the needs assessment survey.

It is not meant to imply that all staff will be housed in the Job Placement Office. However, it is essential that continued cooperation and interaction exist between all personnel who provide services related to student employment.

To provide required services and meet the diverse needs of students and employers, it is suggested that all staff positions except student help, are full-time, 12 month.

Minimum Staff Recommended

	Student Population:	
	7,000 or less	Over 7,000
Director/Coordinator	1	1
Job Developer	1	2
Clerical Assistant	1	2
Interviewer	1	2
Cooperative Work Experience Education Coordinator	1	1
Career Guidance Technician	1	1
Student Helpers	2	3

"All career-vocational education students will be provided support services essential for access, placement, transfer, retention, and success."

California Plan for Career Vocational Education, Part Two: Implementation Strategies

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C-3 Application For Student
Job Placement Services ..... 38 - 39

Appendix C-1

PLACEMENT SERVICES INSTRUCTIONS

READ CAREFULLY
To apply for positions posted in the outside display case, you must fit one of the eligibility criteria described below:

- ☐ 1. Currently enrolled at this college carrying a minimum of 3 units. If you are also enrolled at another school, you additionally must have completed at least 6 units at this college or have been enrolled at this college the previous quarter.
- ☐ 2. Earned a certificate or A.A./A.S. degree from this college. Date: _____
- ☐ 3. Transferred from this college with 84+ units completed. Date: _____
- ☐ 4. Attended this college within the past year with 36+ units completed. Date last attended:_____

PROCEDURES FOR SERVICE:

On initial visit:
1. Select job(s) you are interested in and qualified to do; write down the job number from the upper right hand corner of the job posting.
2. Complete the attached placement application and submit with resumé or *Work Experience and Resumé Worksheet.*
3. Print your name on the "Job Placement Sign-in Sheet" and wait for your name to be called.

For future service you will need to submit a resumé.

POLICIES

1. You can be given two job referrals at a time. You will be prescreened for each job and will be referred only to those for which you are fully qualified.
2. You must report back the results of each job referral. Repeated failure to do so could result in disqualification from use of services.
3. Immediate disqualification from use of services will occur if:
   a. You falsify information given to the placement service.
   b. You fail to attend a scheduled interview appointment without notifying the employer.
   c. You fail to appear for a scheduled on-campus interview appointment.
   d. You accept a job and fail to report to work without notifying the employer.

ADDITIONAL JOB SERVICES

1. Many additional jobs (clerical, industrial, service, temporary, etc.) are posted in the office lobby. There are no eligibility criteria for referral to these jobs which are handled by a representative from the State Employment Development Department (EDD). If you are interested in applying for one of these jobs, complete an EDD application form, print your name on the EDD sign-in sheet and wait for your name to be called.
2. Job bulletins and announcements mailed by employers are maintained in binders. Anyone may view these and apply directly.
3. Campus jobs for students are posted on a bulletin board outside the office.
4. Company brochures, annual reports and applications from local employers are maintained for review.
5. Assistance and information on resumé writing and interviewing are available.

source: De Anza College

Appendix C-2

REFERRAL RESULTS CARD

CAREER PLANING AND PLACEMENT CENTER

Student: It is your responsibility to report referral results to this office, you can call (111) 123-4567 or return this completed form.

(Please Print)

Name: _____ Social Security #: _____

Employer/Company Name: _____ Job #: _____

Please check one or more results:

☐ Applied in person, _____ (date)

☐ Student resumé, _____ (date)

☐ Had Interview, _____ (date)

☐ Called employer. Result:

_____

☐ Did not apply. Reason:

_____

Hired, to start; _____ (date)

☐ Not hired

☐ Job filled

Place your Stamp Here

Career Planning and Placement Center
College
College Address
City, State, Zip Code

Appendix C-3

APPLICATION FOR STUDENT JOB PLACEMENT SERVICES

Social Security No._____

Name _____
last first middle initial

Address _____
city state zip code county

Telephone: Home (_____)_____ Message/Work (_____) _____

Are you a U. S. Citizen: ☐ yes ☐ no If no, permanent resident? ☐ yes ☐ no
Indicate degrees held: ☐ certificate ☐ AA/S ☐ BA/S ☐ MA/S or higher

College(s) (List any vocational training/schools) Major Date(s) attended
_____ _____ _____
_____ _____ _____
_____ _____ _____

Educational goal (check one):
☐ Certificate ☐ AA/S & Transfer
☐ AA/S Occupational ☐ Transfer (no degree)
☐ Job Skills ☐ Other _____

(This College) units completed: _____in major _____other
_____at another college
(This College) Major _____ GPA_____
☐ Day ☐ Evening student Anticipated date of certificate/degree_____
Are you receiving financial aid? ☐ yes ☐ no
Courses/units completed in major: (example–Bus 51 –Intro to American Business/3.0)
_____ _____ _____
_____ _____ _____
_____ _____ _____

Have you ever been convicted of a felony? ☐ yes ☐ no
Transportation: Valid CA Driver's License? ☐ yes ☐ no ☐ regular ☐ special
Method of transportation _____

Cities/Locations willing to work_____ Maximum traveling distance _____
Days/Hours/Shifts available to work (be specific—list exact hours): ☐ part-time ☐ full-time
_____
Computer languages _____

Office Skills: Typing (wpm)_____ Shorthand (wpm)_____ 10-key by touch _____
Data Entry_____ Word Processing _____ Other _____
Other Skills: _____
Type of work desired: _____

Work Experience

Job Title _____ Start date _____ Ending date_____

Employer Name and Address _____

_____

Salary: $_____per ☐ hour ☐ day ☐ week ☐ month ☐ year Full-time:☐ yes ☐ no

Duties: _____

_____

Reason for leaving: _____

Job Title _____ Start date _____ Ending date_____

Employer Name and Address _____

_____

Salary: $_____per ☐ hour ☐ day ☐ week ☐ month ☐ year Full-time:☐ yes ☐ no

Duties: _____

_____

Reason for leaving: _____

I hereby authorize the (College Name) Job Placement Office to release information contained in this application during the job search process. The information in this application is accurate, current and complete to the best of my knowledge. I understand that misstatements or omissions may result in disqualification from further consideration for placement services.

SIGNATURE _____ DATE_____

(For Placement Staff Use Only — Do not write below this line)

REFERRALS

Date Ref.	Employer	Job Title	Pay	Result/Remarks	Intvr.

NOTES: _____

_____

_____

source: Mission College

"The creation of exemplary career-vocational education programs and services functioning in close cooperation with business and industry, responsive to labor market needs, and serving all students, will be an investment that will effect the work force in the year 2000 and beyond, ensure the economic viability of California, and maintain our state, national and global competitiveness in the years to come."

California Plan for Career Vocational Education, Part Two: Implementation Strategies

APPENDIX D – PLACEMENT REPORT FORMS

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D-7 Job Placement Table 48

Appendix D-1

TABLE
CAREER PLANNING AND PLACEMENT CENTER
STATISTICS FOR THE MONTH OF _____

STUDENT/ALUMNI INFORMATION

JOBS POSTED	NUMBER	PERCENTAGE
Full-Time		
Part-Time		
Spot*		
Total		100%

JOB PLACEMENT INFORMATION

NUMBER OF PLACEMENTS	TOTALS	PERCENTAGE
Full-Time		
Part-Time		
Spot*		
Total		100%

GENDER OF INDIVIDUALS PLACED	TOTALS	PERCENTAGE
Male		
Female		
Total		100%

ETHNICITY OF INDIVIDUALS PLACED	TOTALS	PERCENTAGE
American Indian or Alaskan Native		
Asian or Pacific Islander		
Black (Afro-American)		
White (Caucasian)		
Hispanic		
Filipino		
Other		
Total		100%

* Daily Employment
source: Pasadena City College

Appendix D-2

Table
GENDER OF JOB SEEKERS INTERVIEWED IN COMPARISON WITH THE GENDER OF INDIVIDUALS PLACED

	Students/Alumni Interviewed		Students/Alumni Placed		Total	
Month	Male Percent	Female Percent	Male Percent	Female Percent	Interviewed	Placed
Totals						

source: Pasadena City College

TABLE

THE NUMBER OF JOBS RECEIVED COMPARED WITH THE NUMBER OF PLACEMENTS

From _____ to _____

Month	Jobs Received			Total Jobs	Students/Alumni Placed			Total Placements	# of Jobs Received to Placements	
	Fulltime	Parttime	Spot*		Fulltime	Parttime	Spot*		%	Totals
Total										

* Daily Employment

source: Pasadena City College

Appendix D-4

TABLE
CAREER PLANNING AND PLACEMENT
Monthly Breakdown Of The Number Of Jobs Received By Categories During The _____ Semester

FROM _____ TO _____

JOB CATEGORY	Month	Month	Month	Month	Month
Art					
Business					
Commission Sales					
Domestic					
Education					
Food					
Health					
Labor					
P.E./Recreation					
Sales					
Seasonal					
Security					
Service					
Spot*					
Technical					
Total					

*Daily Employment

source: Pasadena City College

Appendix D-5

TABLE
CAREER PLANNING AND PLACEMENT SERVICES
Monthly Breakdown of the Number of Current Students and Alumni Served
From
_____ to _____

Month	Sign-Ins	First Time Visit	Interviews
Total			

source: Pasadena City College

Appendix D-6

TABLE
CAREER PLANNING AND PLACEMENT COMPARISON SUMMARY REPORT

Monthly Breakdown of the Number of Jobs Received, Placements and Interviews in Comparison with the Monthly Number of Jobs Received, Placements and Interviews

From _____ to _____

	Jobs Received					Placements					Interview Number				Total
Month	Full Time	Part Time	Spot*	%	Total Jobs Rec'd	Full Time	Part Time	Spot*	%	Total Place-ments	Male	%	Female	%	Total Inter-viewed
Total															

* Daily Employment
source: Pasadena City College

Appendix D-7

TABLE
JOB PLACEMENTS
For the Month of _____ Year _____

Employer	Position	Job Type	Hours Per Week	Rate of Pay	Pay Rate Mon./Week	Sex	Ethnicity

source: Pasadena City College

APPENDIX E – MARKETING

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E-3 Career Planning and
Job Placement Services Brochure ..... 53 - 54

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Appendix E-1

MARKETING EXAMPLES

Students

- Job listings posted in prominent locations
- Articles and announcements placed with college and community publications
- Student newsletters/organizations utilized for promotion
- Brochures, posters, videos current and available
- Job search workshops to develop pre-employment skills announced
- Classroom presentations explain services/assistance
- College orientation day presentations explain features and benefits
- Employer on-campus recruitment announcements posted in prominent locations frequented by students
- Networking with all campus services to promote awareness
- Multi-media approach utilized to expand exposure
- Recognition/awards events utilized as a promotional vehicle
- Student successes featured in verbal and written presentations
- School calendars include Job Fair dates
- Activities, e.g. Job Fairs to increase understanding of career options

Business, Industry & Labor

- Presentations to professional/trade organizations and advisory groups
- On campus forums, seminars, open houses
- Participation in Chamber of Commerce programs/events
- Job/Career Fairs promoted and scheduled
- Mailers, brochures, literature designed, produced and distributed to priority audiences
- All forms of media utilized for promotion
- Recognition/awards events utilized to showcase services/successes

Instructors/Counselors/Administrators/ Support Services Staff

- Presentations to department/division meetings and campus based organizations
- Labor market information trends and demographic data collected and summarized
- Information disseminated through memos, newsletters and oral presentations
- Editorial opportunities in campus newspapers initiated and utilized
- Board of Trustees apprised of Job Placement services and results
- Recognition/awards events utilized to showcase services/successes
- On-campus open house participation/ involvement

Community

- Presentations to service clubs, professional associations and other community based organizations initiated
- On-campus forums, conferences and open house participation promoted/ publicized
- Media utilized to reach community target audiences
- Alumni support enlisted to expand community contacts
- High schools, ROC/Ps, adult centers informed of services and activities

Appendix E-2

JOB PLACEMENT BROCHURE

INTEREST AREAS

- Assembly and Packing
- Bookkeeping
- Computer Science
- Construction
- Data Entry
- Drafting/CAD
- Electronic Technology
- Food Service
- Gardening
- General Office Work
- Graphic Art
- Housecleaning
- Inventory
- Painting
- Restaurant Work
- Sales
- Secretarial
- Shipping and Receiving
- Word Processing
- Tutoring

NONDISCRIMINATION POLICY

It is the policy of the Cabrillo Community College District to provide an environment free of unlawful discrimination. Discrimination on the basis of ethnic group identification, religion, age, sex, color, physical or mental disability, sexual orientation, or status as a Viet Nam era veteran in the District's programs, activities, and work environment is unlawful and will not be tolerated by the District.

The District strongly forbids any form of discrimination and has enacted procedures to recognize and eliminate unlawful discrimination. 3/91

Cabrillo College
6500 Soquel Drive
Aptos, CA 95003

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Cabrillo College

JOB PLACEMENT SERVICE

To match Employers and Employees for the Benefit of Both

CABRILLO . . .

Cabrillo College is an open-access, two-year community college which provides educational and training opportunities for residents of the district. Through varied programs and modern training methods and facilities community members are able to enrich their careers, home, family and community living.

THE STUDENT . . .

Cabrillo's student population ranges in age from 16 to 75 and represents a composite of varying socioeconomic backgrounds. Many students participate in an extensive career planning process prior to entering a program and oftentimes enhance their education with on-the-job work experience education thereby learning and practicing their newly learned skills first hand.

THE SERVICE . . .

The Cabrillo College Job Placement Office cooperatively links community employers with college vocational and pre-professional students by maintaining an up-to-date comprehensive source of employment information and opportunities.

The job placement service provides an individualized program for meeting both student and employer needs. Serving currently enrolled students as well as program graduates the Placement Office works with those who are aggressively pursuing a career, seeking advancement from a present position, or trying to secure that important first job in order to begin their working life.

Students are individually prescreened before receiving a job referral to assure that they adequately meet the specific job requirements.

The Cabrillo job placement service **helps hundreds of employers save time and money** on recruitment by offering this **free** year-round service. Use of the service provides employers with an opportunity to bring an infusion of new talent into their organization, whether their employment needs are temporary or permanent, skilled or unskilled, full or part-time.

THE EMPLOYER . . .

How can you use this service? One telephone call can do it all. Contact the Cabrillo Job Placement Office by calling 479-6413 direct or 688-2075 from Watsonville.

OCCUPATIONAL TRAINING PROGRAMS

Occupational Program Associate in Science degrees are awarded at Cabrillo College in the following programs:

Accounting
Administration of Justice
Law Enforcement, Corrections
Banking and Finance
Business
Small Business Training Program
Construction and Energy Management
Culinary Arts and Hospitality Management
Data Processing
Dental Hygiene
Drafting Technology
Early Childhood Education
Electronic Office Skills
Electronic Technology
Fire Protection Technology
Hazardous Materials Technology
Horticulture
Industrial Technology
Journalism
Medical Assistant
Medical Transcription
Nursing Associate Degree
Radiologic Technology
Real Estate

Appendix E-3

JOB PLACEMENT BROCHURE

Career Planning Services Information 479-6225 Room 806

Job Placement Services Information 479-6413 Room 804

From the Watsonville area call 688-2075

It is the policy of the Cabrillo Community College District to provide an environment free of unlawful discrimination. Discrimination on the basis of ethnic group identification, religion, age, sex, color, physical or mental disability, sexual orientation, or status as a Viet Nam era veteran in the District's programs, activities, and work environment is unlawful and will not be tolerated by the District.

The District strongly forbids any form of discrimination and has enacted procedures to recognize and eliminate unlawful discrimination. 3/91

Cabrillo College
6500 Soquel Drive
Aptos, CA 95003

CAREER PLANNING

&

JOB PLACEMENT SERVICES

" Maximizing human potential by expanding the awareness of educational and career opportunities."

Cabrillo College

The Cabrillo College Career Planning and Job Placement Center assists students in making the transition from the classroom to the workplace. Our professionally trained staff provides career planning assistance to students and community members who are making career decisions. The Center also helps students find work experiences to supplement their academic training, as well as career oriented positions for our graduates.

Career Planning Services

Career planning assistance is available to currently registered students, alumni and community members, and it includes:

- Individualized career counseling
- Career and self-exploration classes
- Classroom/campus presentations
- Career Workshop Series
- Career Interest Testing

Career Resource Library

A wide selection of career planning and job search materials are located in an easy to use reference library, including:

- Self-assessment Materials
- Career Information
- Occupational Outlook Trends
- Transfer Information and Catalogs
- Employer Information
- Job Search Techniques (including resume writing and interviewing techniques)

Job Placement Services

The placement service offers Cabrillo students and graduates referral to positions with local area employers. Additional services include:

- Workshops and individual assistance with resume writing and interviewing skills
- Job Seekers Support Group
- Employer contact information
- Part-time on-campus employment
- Work Study jobs

Job Placement Listings

Diversified career, part-time and summer job opportunities are available for currently enrolled students and graduates of Cabrillo College.

- Full and part-time career opportunities in a variety of areas including:
  - Education
  - Industry
  - Business
  - Human Services
  - Nonprofit Organizations
  - Health Care
  - Horticulture
  - Government
  - Personal Care/Child Care
  - Skilled Trades
  - Computer Science
  - Culinary Arts and Hospitality Management
  - Drafting
  - Bookkeeping
  - Secretarial/Word Processing
  - Assembly
  - Casual Labor/Housecleaning
  - Electronics
  - Recreation

LIST OF RELATED ORGANIZATIONS

California Association of Work Experience Educators	(CAWEE)
California Cooperative Education Association	(CCEA)
California Placement Association	(CPA)
College Placement Council	(CPC)
Cooperative Education Association	(CEA)
National Association of Student Employment Administrators	(NASEA)
Western Association of Student Employment Administrators	(WASEA)
Western College Placement Association	(WCPA)

"Job Placement: Placement in paid or unpaid employment. The job placement process may include job referral, job placement, acquisition of job seeking skills, job development, and follow-up."

California Plan for Career Vocational Education, Part One: Policy Decisions

GLOSSARY

A.A. Affirmative Action.

Advisory Committee. Selected individuals who collectively provide input to programs.

Career Counseling. 1. A service function provided students, in which information is given to a student by a counselor having current knowledge of particular career fields plus knowledge of the student's intellectual and personal abilities. (Hawes and Hawes, 1982.) 2. A counseling process in which a student is assisted in utilizing his or her aptitudes and abilities to develop realistic career plans. (Shafritz, Koeppe and Soper, 1988.)

Career Guidance. Career planning based upon a student's values, needs, interests and abilities and involving various informational resources. (Good, 1973.)

C.B.O. Community Based Organization.

C. of C. Chamber of Commerce.

C.P.A. California Placement Association (formerly CCCPA).

C.W.E.E. Cooperative Work Experience Education. Earning credit for work.

C.W.S. College Work Study.

Dedicated Facility. Physical area set aside specifically for that program or operation.

District General Budget. Basic district/college operating budget generated by state apportionment; does not include categorized funding.

D.S.P.S. Disabled Students Programs and Services.

E.A.C. Employee Advisory Committee.

E.A.G. Employer Advisory Group.

Economic Development. Efforts to improve the local/regional economic environment; e.g., employment training, fulfilling employer/labor needs, employee upgrading, technology transfer, consumer education, internship development.

E.D.D. Employment Development Department, state of California. Provides statewide computerized system to match employers' job orders and registered applicants.

Educational Master Plan. A district/college educational plan, usually of 5–10 years duration that gives future operational direction; includes educational programs, facilities and support services.

E.O.P.S. Extended Opportunity Programs and Services.

External. Outside the college(s) environment.

F.A.O. Financial Aid Office.

F.W.S. Federal Work Study.

G.A.I.N. Greater Avenue for Independence (training welfare recipients).

Internal. Within the college(s) environment solely.

J.L.D. Job Location Development. A federally authorized program which allows 10% or up to $30,000.00 of College Work Study allocation to develop jobs for currently enrolled students.

J.O. Job Order.

Job Bank. Database of current job listings.

Job Developer. Person assigned to work with companies to identify and fill jobs with student applicants.

Job Fair. An aggregate of employers and prospective applicants meeting together at a set time and place for the exchange of employment information.

Job Placement. Services provided by institutions of higher education and post-secondary education to assist students in finding employment; student placement services help students find temporary positions while continuing their studies; career placement services assist graduating students to find permanent career positions. (Hawes and Hawes, 1982.)

Job Sampling. Brief period of trial employment for the purpose of career exploration.

Job Shadowing. Brief period of work observation for the purpose of career exploration.

J.P.O. Job Placement Office.

J.T.P.A. Joint Training Partnership Act.

JOBTRAK. Centralized job listing network connected to 50 California community college Job Placement Centers. Provides daily updated job listings from over 35,000 California employers and district-wide summaries of the number and types of jobs listed at the colleges.

K.S.A. Knowledge, Skills and Ability.

L.M.I. Labor Market Information, a statewide project sponsored by the Chancellor's Office, California Community Colleges, to collect and disseminate current labor market data.

Marketing Plan. Comprehensive, coordinated strategies to create awareness and fulfill consumer needs.

Mission Statement. An umbrella statement of purpose.

M.Q. Minimum Qualifications.

Needs Assessment. The collection and analysis of quantitative and qualitative input from students, faculty and administration, employers and community to ascertain services and program priorities.

P.I.C. Private Industry Council.

P.S.A. Public Service Announcement.

Q.C. Quality Control.

Pro-Search. A computerized job matching system.

R.O.C./P. Regional Occupational Center/Program.

S.S.F.S. Statewide Student Follow-up System, a statewide project sponsored by the Chancellor's Office, California Community Colleges, to collect employment information about current and former community college vocational students.

Staff Development. Educational training activities for employees.

State of the Art. Current practices and technology.

Strategic Plan. Implements the Educational Master Plan through goals, objectives and activities.

Student Information Bank. Database of student employment application information.

S.W.S. State Work Study.

T & E. Training and Experience.

W.EX. Work Experience.

W.I.S.T. Women in Skilled Trades.

W.S. Work Study.

ERIC Clearinghouse for Junior Colleges

AUG 30 1991